

Teaching Artist Symposium

Arts Integration Model Descriptions

Community Arts Integration presented by Michael Schwartz

- Collective Imprints was an innovative community arts integration project in West Philadelphia. Participants engaged in dialogue, movement, writing, music-making, and holistic design collaboration.

For nearly a year the general public was welcome to brainstorm, move, make music, write, draw, paint, and collaborate on designs. Never before has such a long-term multi-faceted and inclusive project been open to the general public in Philadelphia. The curriculum for this project emerged from years of practice and like a tree has many branches, roots, leaves and areas for growth. This new approach to community based popular-arts education seeks to empower, give voice and increase “whole-person” literacy in a safe and nurturing environment. This model can also be applied to community based cultural development initiatives with great success.

Dance/Literature presented by Susan Bendix

- This session will look at the similarities of written composition and movement composition with particular focus on the idea of metaphor. Students access an alternative way of thinking about language and composition. Approaching language through physicality offers a new kind of interaction with words and image. Within this lesson students will develop verbal and movement vocabulary and explore ways to blend them into a performance idea that involves spoken word and movement. The session will focus on three basic strands:
 1. Preparing the body for embodied learning through focused activities.
 2. Developing movement vocabulary
 3. Developing metaphoric language based vocabulary

Music/Oral Fluency and Reading Comprehension presented by Cynthia Elek

- This session will examine the planning and execution of a seven-month elementary school residency in the Higley (AZ) school district in 2008-2009 that integrated music with English language arts and social studies, beginning with a professional development session for teachers of K-3 (October) and culminating with a public performance (May). The focus will be a 3rd grade lesson that was presented in each of five third-grade classrooms as part of the grade level's fall unit study of the Greeks and Romans. The session will cover how and why the lesson was developed, what lessons occurred before and after this particular lesson, student work generated during the lesson, how classroom teachers were involved in the lesson and how one teacher used the lesson as a springboard to leading her own lesson several weeks later. Involvement of administrative personnel, fine arts specialists and literacy specialists will also be detailed.

Theatre/Reading and Writing presented by Debra Stevens

- “How can you use theatre to serve the needs of the schools and still respect yourself in the morning? How do you balance honoring your art form with the curricular requirements of the classroom teacher and the school at large? How can we make the art we create relevant to schools who are burdened by testing and a results oriented system? How do you make the “anecdotal experiences” measurable? What legacy will you leave behind? These big ideas and more in this Theatre arts integration session with Childsplay.”

Visual Arts/Science presented by Catherine Nash

- An exciting residency integrating visual art and science at Wakefield Middle School (TUSD) was developed in collaboration with myself, the 6th/7th gr. science teachers and Darden Bradshaw, OMA Arts Integration Specialist. The focus was the desert ecosystem: watershed, interdependence of life, plant structure and animal habitat/life patterns. After I presented info on the Lewis and Clark expedition's drawn records of “discovered” species of plants and animals, students distressed their own handbound journals to look very old...a bit like Lewis Meriwether's original. They drew from desert plants brought into the classroom, learning about their structure and growth patterns as well as their historical use as medicine and food (collaborative lectures given by myself and the science teachers). Our focus shifted to desert mammals, birds and reptiles. Students researched an animal in depth through drawn/written notations in their journals using info packets that I provided. A close-up drawing of their animal became foreground for beautiful landscape watercolor paintings replete with specific species of plants and creatures. A final field trip to Feliz Paseos Park with environmental educators from Pima County Parks & Rec offered students the opportunity to learn, observe and draw now recognizable species in their original desert habitat.